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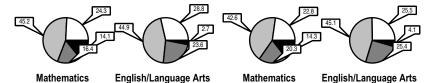
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PERFORMANCE	TRENDS OV	FR 4-YEAR PERI	ПΩ

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003 2004	Good	Unsatisfactory	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School Middle Schools with Students like Ours



Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	49	234	110
Percent satisfied with learning environment	89.6%	70.8%	83.5%
Percent satisfied with social and physical environment	97.9%	75.0%	69.5%
Percent satisfied with home-school relations	87.8%	87.9%	78.3%

L E Gable Middle								4206056
PACT PERFORMANCE	BY GR							isentand Advance
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	/11	KILL LEST	(ester)	ONPE	casil /	orofic.	VANSII VE	cienanc
	Englis	ayo' Testing	lested olo Bi	alon Basic	Basic ol	Proficient	Advanced on Profi	cient and
			Ħ	igiisii/Lai	/	rts		
All students	753	99.6	28.8	44.9	23.6	2.7	26.4	17.6
Gender								
Male	387	99.5	34.5	44.0	19.8	1.7	21.4	17.6
Female	366	99.7	22.8	45.6	27.8	3.8	31.6	17.6
Racial/Ethnic Group		00.5	00.0	40.4	07.0	0.4	04.0	47.0
White	559	99.5	22.9	46.1	27.6	3.4	31.0	17.6
African-American	170	100.0	49.7	40.4	9.3	0.7	9.9	17.6
Asian/Pacific Islander	17	100.0	25.0	43.8	31.3	N/A	31.3	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	668	99.9	25.2	45.6	26.2	3.0	29.2	17.6
Disabled	85	97.6	58.7	38.7	2.7	N/A	2.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	753	99.6	28.6	44.8	23.8	2.7	26.6	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	750	99.6	28.3	45.0	23.9	2.8	26.7	17.6
Socio-Economic Status								
Subsidized meals	255	99.6	50.0	40.2	9.4	0.4	9.8	17.6
Full-pay meals	498	99.6	17.6	47.2	31.3	3.9	35.2	17.6
					matics			
All students	753	99.5	24.3	45.2	16.4	14.1	30.4	15.5
Gender								
Male	387	99.5	25.3	46.4	14.7	13.6	28.3	15.5
Female	366	99.5	23.4	43.9	18.1	14.6	32.7	15.5
Racial/Ethnic Group								
White	559	99.6	19.4	45.3	18.3	17.0	35.3	15.5
African-American	170	98.8	44.4	44.4	9.3	2.0	11.3	15.5
Asian/Pacific Islander	17	100.0	6.3	37.5	18.8	37.5	56.3	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	668	99.9	21.4	45.5	17.5	15.6	33.2	15.5
Disabled	85	96.5	48.7	43.4	6.6	1.3	7.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	753	99.5	23.8	45.2	16.6	14.3	30.9	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	750	99.5	23.8	45.1	16.7	14.4	31.1	15.5
Socio-Economic Status								

14.1

498

99.4

46.3

20.0

19.6

13.7

39.6

15.5

Subsidized meals

Full-pay meals

PACT PERFORMANCE BY GRADE LEVEL

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		Enrolle	10 4.50 old	rested ala Be	HOW Basic	Basic ol	Proficient old	Advanced Advanced
		\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \	ayd Testing	0/0		/		0/0,
	Grade 3	N/A	N/A	English N/A	n/Languag N/A	ge Arts N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 6	228	N/A	23.0	36.7	29.6	10.6	40.3
	Grade 7	243	N/A	16.3	51.5	28.0	4.2	32.2
v	Grade 8	210	N/A	21.9	45.3	27.9	5.0	32.8
·					1010		0.0	02.0
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>د</u>	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	237	99.6	23.2	42.9	28.1	5.8	33.9
	Grade 7	260	99.6	29.5	46.9	22.0	1.7	23.7
V	Grade 8	256	99.6	33.3	44.7	21.1	0.8	21.9

				M	athematio	S		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	228	N/A	28.9	40.9	18.2	12.0	30.2
	Grade 7	243	N/A	38.8	33.8	17.9	9.6	27.5
•	Grade 8	210	N/A	30.2	48.7	12.6	8.5	21.1
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	237	99.6	16.9	39.1	22.2	21.8	44.0
	Grade 7	260	99.2	28.2	43.6	14.9	13.3	28.2
	Grade 8	256	99.6	27.4	52.7	12.2	7.6	19.8

SCHOOL PROFILE

(Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 763)				
Students enrolled in high school credit courses (grades 7 & 8)	20.9%	Up from 20.1%	24.1%	14.4%
Retention rate	1.4%	Up from 0.5%	2.1%	2.3%
Attendance rate Eligible for gifted and talented	94.6%	Down from 100.0%	95.5%	95.2%
	18.1%	Up from 17.3%	21.0%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	11.2%	Down from 12.2%	12.2%	14.1%
	1.7%	Down from 1.8%	3.3%	4.9%
Suspended or expelled	1.6%	Up from 0.0%	1.6%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees Continuing contract teachers	60.8%	Down from 73.3%	46.9%	47.1%
	90.2%	Down from 95.6%	83.5%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.0%	No change	86.4%	84.3%
Teacher attendance rate Average teacher salary	95.1%	Down from 95.6%	95.5%	95.0%
	\$43,228	Down 0.5%	\$40,736	\$39,924
Prof. development days/teacher	11.1 days	Up from 10.8 days	10.3 days	10.7 days
School				
Principal's years at school	5.0	Up from 4.0	4.5	3.0
Student-teacher ratio	20.4 to 1	Down from 24.0 to 1	22.6 to 1	21.0 to 1
Prime instructional time	89.1%	Down from 95.2%	90.1%	88.9%
Dollars spent per pupil*	\$5,304	Up 5.1%	\$5,355	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	65.4%	Up from 64.5%	63.3%	62.0%
	Excellent	No change	Good	Good
Parents attending conferences SACS accreditation	98.0%	Down from 99.0%	95.7%	94.8%
	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

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N/A Not Applicable N/C Not Collected N/R Not Reported I/S Insufficient San	ıple
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The students, faculty, and staff of L. E. Gable Middle School experienced another outstanding year. Excitement, enthusiasm, and determination were evident each day as our school worked toward excellence.

During the 2002-2003 school year, the faculty and administration of Gable Middle School developed a school improvement plan to address needed areas of focus. As a result, this plan was implemented with widespread optimism for academic growth. For example, math classes were lengthened to 90-minute periods to ensure that teachers were given adequate time to instruct their students. The plan required that teacher-made assessments reflect PACT-like questions. Warm-up activities were used in each class to reinforce skills taught and tested. Students were required to keep daily planners to record assignments and set long- and short-range goals for success. Copies of the curriculum standards and past test scores were distributed to the students to be used as a resource for monitoring student progress. Enrichment math and language arts classes provided many students with the opportunity to make significant academic gains. Seventh and eighth grade students participated in the MAP assessment program. This assessment of student progress provided teachers with individualized feedback so that future classroom instruction could be based on the students' needs.

Many accomplishments were celebrated at GMS during the 2002-2003 school year. Twenty-five eighth grade students were selected as S.C. Junior Scholars for excellent performance on the PSAT assessments. Membership in the Junior Beta Club increased to over 250 students. GMS competed in the Continental Math League where all grade levels ranked in the top three. The school spelling bee winner placed second in the regional competition held at Furman University. The GMS Geography Bee winner competed in the S.C. Geography Bee and earned a spot among the top fifteen finalists in the state. The National Honor Choir selected two Gable Middle School students to sing in New York City. The students and teachers of GMS worked on several service projects for the community. One of the most notable projects included a donation of \$3100 to the St. Jude's Math-a-thon. Two Gable Middle School teachers were successful in achieving National Board certification. The GMS Teacher of the Year was selected as the District Six Teacher of the Year.

L. E. Gable Middle School continues to be a tremendous source of pride in our area. Parental and community involvement ensures that our school will continue to excel to extraordinary heights of student achievement.

Ronald W. Garner, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.